

# **INSPECTION REPORT**

## **STOWFORD PRIMARY SCHOOL**

Ivybridge

LEA area: Devon

Unique reference number: 113330

Headteacher: Mr D Taylor

Reporting inspector: Mr L Lewin  
22330

Dates of inspection: 8<sup>th</sup> - 9<sup>th</sup> January 2001

Inspection number: 233160

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Exeter Road Ivybridge Devon
Postcode:	PL21 0BG
Telephone number:	01752 894163
Fax number:	01752 893934
Appropriate authority:	Governing body
Name of chair of governors:	Mr P Wycliffe-Jones
Date of previous inspection:	6 <sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Stowford Primary is an above average sized school on the eastern side of Ivybridge and most pupils come from the immediate vicinity of the school. There are currently 405 boys and girls on roll taught in 14 classes by 15 full-time teachers and one part-time teacher. The number of pupils attending the school has steadily increased over the last few years. There are two classes for each year group in the school. Fifty-seven children under five have started school in the reception (Foundation Stage) classes, and baseline testing shows the majority being of average attainment. Nearly all of the pupils in the school come from white ethnic backgrounds. Just over eight per cent of pupils are eligible for free school meals, which is below the national average. Fifty pupils (8.3 per cent) are registered as having special educational needs, which is also lower than in most other schools nationally. Attendance rates at the school are above average.

### **HOW GOOD THE SCHOOL IS**

This is a very good school. Very effective leadership and management ensure that good teaching takes place throughout the school and this enables pupils to attain high standards. The school provides very good value for money.

#### **What the school does well**

- The headteacher, deputy headteacher and other members of the senior management team provide very effective leadership and management that enable all staff to work together as a strong team. The staff team receives strong support from the governors.
- Good teaching throughout the school enables pupils to progress rapidly, attain high standards in English, mathematics and science and benefit from a wide range of learning opportunities.
- Pupils show positive, confident and enthusiastic attitudes, behave well, relate very well to each other and their teachers and show good personal development.
- The strong links that the school has developed with the community and the excellent programme of extra-curricular activities that the school provides for pupils at Key Stage 2 very significantly enrich the pupils' learning.
- Very good procedures are in place to assess pupils' progress in English, mathematics and science.

#### **What could be improved**

- For the children in the Foundation Stage of learning (reception class), there is no outdoor, designated secure play area and no suitable large play equipment specifically designed for this age group.
- There is no system for governors to enhance their overview of the school's effectiveness through regular visits to the school while pupils are being taught.
- The school pond is not fenced and is a safety hazard.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in October 1997. It has improved at a good rate since this time. All of the key issues from the previous inspection report have been thoroughly addressed. Resources and staff training for information and communication technology have been significantly upgraded. The school has moved forward very efficiently with all national initiatives. The quality of teaching has improved since the last inspection and, as a result, the high standards achieved continue to rise at a faster rate than the national trend. The enthusiasm of the staff ensures that there is a strong commitment towards, and good capacity for, continued improvement.

## STANDARDS

The table shows the standards achieved by eleven year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	C	A	A*	well above average A above average B average C below average D well below average E
Mathematics	A	B	A	A	
Science	A	C	A	A	

A\* indicates that the results are in the highest five per cent nationally.

The results above show that in the 2000 end of Key Stage 2 national tests pupils attained well above average results compared to other schools nationally and when compared with other similar schools, with particularly high standards attained in English when compared to other similar schools. Over the last few years the school's results have improved to a greater extent than the improvement in results nationally. Work seen during this inspection confirms a picture of rapid progress from mainly average attainment when children start school to high achievement of pupils in English, mathematics and science by the time they leave the school. Different groups of pupils, including higher attaining pupils and those with special educational needs, achieve well and, as a result of good teaching, generally work to their full potential. The school has identified that the standards shown by the current cohorts of pupils in Years 2 and 6 are not as high as in previous years. Nonetheless, the good teaching and good progress with learning noted at these age groups means that the majority of pupils by the end of each key stage are well on course to attain above average standards by the end of the year. The school sets suitably challenging targets for the performance of pupils and makes good progress towards these targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are generally confident, enthusiastic and well motivated.
Behaviour, in and out of classrooms	Good overall and often very good in class. Pupils are generally polite, friendly and well mannered.
Personal development and relationships	Pupils relate very well to one another and their teachers. They respond well to the opportunities they are given for personal development.
Attendance	Very good. Pupils enjoy coming to school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

During the lessons observed, 21 per cent of teaching was very good, 62 per cent was good, 15 per cent was satisfactory and three per cent was unsatisfactory. A high percentage of good teaching occurs throughout the school. Teachers show a thorough knowledge of the literacy and numeracy strategies so that English and mathematics skills are consistently well taught with particularly good teaching often seen in English lessons. Teachers plan their lessons very carefully and ensure that pupils of all attainment levels work with activities that match their needs precisely. Good organisation and management of pupils mean that lessons often flow at a brisk pace that stimulates pupils' thinking. Clear objectives are set so that pupils know exactly what is expected of them. This enables pupils to move quickly and efficiently through the tasks provided, making rapid gains in their learning. Teachers generally have high expectations of what their pupils can achieve and pupils respond by working in an enthusiastic manner. Teachers understand the needs of individual pupils very well and provide strong support and guidance for all groups of pupils and individuals of all attainment levels. On the very few occasions where teaching is less effective, this is due to the tasks set not matching precisely enough to the needs of the pupils. Classroom support staff provide valuable assistance to pupils, providing particularly beneficial support for pupils with special educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school ensures that pupils receive a curriculum that incorporates a broad range of interesting activities. The curriculum is further enhanced by an excellent range of extra-curricular activities, residential visits for pupils at Key Stage 2 and strong links with the local community.
Provision for pupils with special educational needs	Good. The school benefits from very well organised provision in this area that ensures that the needs of all individuals concerned are met.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Provision for promoting moral and social development is very good. Spiritual and cultural development are satisfactorily promoted. Staff provide consistently good role models for the pupils with whom they work.
How well the school cares for its pupils	Good overall attention is given to pupils' welfare and child protection. Very good procedures are in place to assess pupils' work in English, mathematics and science. Staff know their pupils well and a good level of pastoral care is provided throughout the school. The unfenced school pond is a hazard to pupils' safety (already identified by the school as an issue to be urgently addressed).

The school works very hard to ensure that parents are kept fully informed and to seek ways of improving this area as necessary.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very effective leadership and management by the headteacher, deputy headteacher and other members of the senior management team, who together ensure that the school maintains a good pace of improvement in all areas. The school has clear aims and staff work together as a strong team to achieve these.
How well the governors fulfil their responsibilities	The governors provide strong support for the staff, and are fully informed about, and involved in, all aspects of the school's management.
The school's evaluation of its performance	Good systems are in place to enable the headteacher and key staff to monitor and evaluate teaching and learning and the curriculum. Governors and all staff carefully monitor the areas highlighted for improvement in the school development plan. Governors receive full information about the school's progress and effectiveness. However, they have no systems to enhance their overview and first-hand knowledge of the school's effectiveness through regular visits to the school while pupils are being taught.
The strategic use of resources	Very good. The school makes full use of all resources and funds available. The school's finances are handled prudently and governors have a good awareness of applying the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The great majority of parents are very pleased with the quality of education provided by the school. In particular parents feel that:</p> <ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• Teaching is good.</li> <li>• Staff are very approachable.</li> <li>• The school expects their children to work hard.</li> </ul>	<p>? A small minority of parents do not feel sufficiently well informed about how their children are progressing.</p> <p>? A small minority of parents do not feel the school works closely enough with them.</p>

The inspection team agrees with the very positive views expressed by the parents. In response to its own recent survey of parents' views, the school has already taken appropriate action to increase the opportunities during the year for parents to receive information about their children's progress. The school's written reports for pupils provide good detail of pupils' progress in English, mathematics and science, but in the view of the inspection team, the information provided for parents about their children's progress in other subjects is too limited. Positive comments from individual parents spoken to, the number of parents seen working in the school, the regular detailed newsletters and the very active parents' association all clearly indicate that the school makes good efforts to involve the parents and work closely with them.

## PART B: COMMENTARY

## **WHAT THE SCHOOL DOES WELL**

**The headteacher, deputy headteacher and other members of the senior management team provide very effective leadership and management that enable all staff to work together as a strong team. The staff team receives strong support from the governors.**

- (1) The headteacher has established very efficient management systems in the school so that all staff have a clear view of their individual roles. Through close liaison and very effective communication he successfully engages the full commitment of all staff in moving the school forward. The headteacher is well respected by staff, parents and governors and, as a result, members of the school community work in a motivated way to improve the quality of education provided. He has a clear vision for the school's future educational direction that is reflected in a detailed and realistic school development plan. The plan is particularly effective because it focuses very precisely on initiatives aiming to drive up standards further. Not only has the headteacher been very successful in ensuring that standards in the school rise at a faster rate than nationally, he has also ensured that the school provides a full breadth and balance to its curriculum so that all pupils of different groups and attainment levels have good opportunities to meet their full potential. The headteacher has established good procedures to enable effective monitoring and evaluation of teaching and learning and the curriculum. As a result, a clear focus is maintained upon sharing good practice and improving the quality of education throughout the school.
- (2) The deputy headteacher provides strong support for the headteacher. She has a wide range of responsibilities all of which she carries out very effectively. Along with other members of the senior management team, she works closely with the headteacher. This close working relationship ensures that all areas of school management are fully discussed and considered before actions are taken. Through informal liaison and regular staff meetings the staff as a whole work together as a highly effective team. In particular, this effective teamwork results in careful and detailed planning and development of the school's curriculum.
- (3) The chair of governors also works closely with the headteacher and has a clear overview of the operation of the school so that all initiatives can be moved forward in an efficient manner. In particular, through delegating much of the governors' work to the various committee working groups, he has created very efficient working practices for the governing body. The school benefits from the wide range of expertise among governors, all of whom provide strong support for the work of the school. The governing body is well informed about and involved in the management of the school.
- (4) The school's strong leadership and management mean that it runs as a very efficient organisation. This efficiency is particularly enhanced by the very effective work of the office administration staff and the school caretaker.

**Good teaching throughout the school enables pupils to progress rapidly, attain high standards in English, mathematics and science and benefit from a wide range of learning opportunities.**

- (5) Eighty-three per cent of teaching across the school is good or better and this picture is consistent across the school. Teachers show an enthusiastic approach coupled

with a generally thorough knowledge of the subjects they teach. As a result, their explanations are clear and succinct and enable pupils to rapidly move ahead with the tasks provided. Lessons usually flow at a good pace so that pupils sustain a good work rate and maintain their interest and enthusiasm. Teachers make the lesson objectives very clear and consequently pupils know exactly what is expected of them. Pupils' progress in learning is further enhanced by the clear setting of targets, as, for example, in English where pupils' 'First of the Month' books give a clear focus for improvements in writing (see assessment procedures paragraph below). Teachers plan work for lessons in great detail with very good preparation and use of resources. For example, in mathematics, very good use is made of items such as number fans to speed up pupils' response rates and help teachers gauge progress during mental/oral sessions. Teachers also ensure that resources are well organised and ready for use to enhance the flow of lessons and avoid any time being wasted. Such was the case in a Year 2 science lesson seen where different sections of the lesson moved rapidly from one to another because all items were made ready on pupils' desks so that they could move from a whole-class session on the carpet to their activity without interruption. This sort of organisation typified much of the good teaching practice seen around the school. Teachers also often plan a good range of activities to suit the different attainment levels and different groups of pupils in their classes. This means that pupils develop confidence through carrying out appropriate yet challenging work. In nearly all lessons, teachers strike a very effective balance between encouraging pupils and impressing upon them the need to concentrate and move ahead rapidly. To this end, specific targets for individuals and class or group time targets for work completion are generally made very clear to pupils. In this way, teachers throughout the school generally ensure that high expectations are set and that the best use is made of all time available during lessons. Pupils understand and respond to this approach by their teachers by working enthusiastically and often in a highly motivated way. This was nicely illustrated in one piece of unaided writing by a Year 6 pupil writing about what he enjoys at home and at school ... 'That's my weakness ... I want to learn ... I guess school taught me that as well.'

- (6) Teachers monitor pupils' work very carefully and classroom support staff are very effectively deployed to support individuals and groups. For example, a very good level of support is provided by the additional literacy support assistant to boost the performance of lower attaining Years 3 and 4 pupils during literacy sessions.
- (7) Teachers very effectively involve pupils in discussion work, and work interactively with them to accelerate progress. For example, good discussion work was seen to help pupils make rapid gains in their learning during a Year 2 guided reading session. Similarly, very good use of in-depth discussion work during a Year 6 literacy lesson enabled pupils to rapidly extend their knowledge, understanding and appreciation of different texts.
- (8) On entry to the school children show broadly average attainment. As a result of the good teaching, pupils make good progress with their learning as they move through the school and attain high standards in English, mathematics and science by the time they leave the school. By the end of Key Stage 1, pupils read a variety of texts fluently and with good understanding.

They write clear short accounts that often show structure, imagination and a good range of vocabulary. Because their teachers give them very strong encouragement, they listen carefully and talk confidently during classroom discussions, making relevant responses to the teachers' questions. Pupils show a good understanding and recall of simple addition facts; they know how to partition numbers to and beyond 100 to aid addition, understand some basic ideas of fractional parts of flat shapes and have some basic knowledge of symmetry. In science, pupils show a good understanding of ideas connected with health and

growth, successfully categorise foods into different groups and carefully record information in pictures and charts. Year 6 pupils read at an above average level with a significant minority reading at a well above average level. For example, a few pupils read complex adventure stories such as the 'Harry Potter' series and provide clear explanations about the characters and the plot of the story being read. These pupils speak confidently and expressively, displaying a wide vocabulary. Many pupils also describe mathematical processes with reasonable clarity and good understanding. They show a good understanding of place value to multiply and divide whole numbers and decimals by 10 and 100. Pupils have covered a wide range of mathematics topics since last September with a good level of understanding in areas such as data handling, fractions and percentages, indicated by work completed in their books. Science investigations are recorded clearly and in detail and pupils make predictions and draw conclusions carefully based upon the information gained. They gain a good knowledge and understanding about the functions of the parts of a flowering plant and the electrical conductivity properties of metals, and learn how to separate materials through processes such as filtration.

- (9) The scrutiny of pupils' books and other work seen around the school shows that pupils are presented with a wide range of in-depth learning opportunities. They are taught to take pride in their work. This is clear from the neat and careful presentation noted in nearly all of the work seen. Teachers successfully encourage pupils in this direction through the careful marking of pupils' books and efforts to celebrate pupils' achievements through well put together and attractive displays of pupils' work.

**Pupils show positive, confident and enthusiastic attitudes, behave well, relate very well to each other and their teachers and show good personal development.**

- (10) In most of the lessons observed, pupils showed themselves to be keen and attentive. They respond very well to the teachers' enthusiasm and nearly always show a conscientious approach towards the assignments they are given. They are keen to please their teachers, but many also show a strong degree of self-motivation – this was noticed in particular amongst pupils in the Years 5 and 6 age group classes. During classroom discussions, most pupils show interest and many are keen to contribute. At the same time, pupils listen carefully to their teachers and each other. Discussions held with groups of pupils during the inspection showed that they all enjoy coming to school. All pupils, but older pupils in particular, talk confidently about their experiences and express their views clearly. They show a mature and sensible attitude towards school life and are appreciative of the opportunities that are provided for them, particularly the after-school activities and sports events in which they are involved. Overall, pupils show good behaviour and display good manners. In many lessons seen, the behaviour was very good. Pupils respond well to the high expectations of behaviour set for them by their teachers. As a result, very few occasions were seen during the inspection where teachers had to deal with any behavioural problems. The school projects a calm and happy atmosphere where good behaviour seems to form a natural part of the way in which the school functions. However, it is clear that this atmosphere is one that is nurtured and maintained by the consistent approach of all of the staff in the school.
- (11) Pupils respond well to the opportunities they are given for personal development. Discussions with the older pupils showed that they enjoy carrying out the responsibilities they are given. Pupils show a responsible attitude to the way they set about tasks in the classroom – many pupils display a particularly good ability to work independently when required, to carry out research work quietly or to complete work on the computer. Personal development is further enhanced by the wide range of extra activities that pupils become involved in after school or at lunch times. Relationships throughout the school are very good. Pupils show respect for each

other and their teachers and all of the pupils spoken to state that they get on well with their friends and members of staff. Pupils of all ages mix well together and show consideration for one another. In classroom activities, pupils collaborate very effectively with one another and, at all ages, they show the ability to share and resolve problems together. There is a very good rapport between teachers and pupils and this underpins the caring and happy atmosphere that pervades the school. It also encourages the confident approach of pupils mentioned above.

**The strong links that the school has developed with the community and the excellent programme of extra-curricular activities that the school provides for pupils at Key Stage 2 very significantly enrich the pupils' learning.**

- (12) The school invests a substantial amount of energy into building strong links with the local community. Close liaison is maintained with the play school located at the far end of the school campus and with the local secondary school where most pupils go when they leave. The children from the play school are given good opportunities to familiarise themselves with the school before transfer and, similarly, older pupils in the school very usefully participate in a programme of gymnastics that is conducted in the gymnasium at the senior school. The school participates fully in a wide range of local activities. Good use is made of opportunities to study the local environment; for example, in geography work and pupils contribute their paintings to exhibitions in the local church. The school participates in a wide range of sporting competitions and matches with other local schools as well as on a county-wide basis. The large amount of silverware on display in the school's entrance area pays tribute to the school's very successful record in winning and doing well in sports events. Very useful links are established with the local town council. The school has elected representatives who participate in the town youth council. This involvement gives the pupils a very strong insight into aspects of citizenship. During discussions with inspectors, pupils were keen to relate their enjoyment of the good range of out of school trips in which they participate to enhance classroom activities. Older pupils, in particular, benefit from the annual residential trips that are made to pursue areas such as outdoor adventurous pursuits. Further enhancing this area, last year and this year the school has taken parties of pupils on a skiing trip to France. Not only does this activity enable pupils to pursue the outdoor adventurous pursuits work but also serves to promote opportunities for the pupils to practise the French that they study in school throughout the year.
- (13) The school provides an excellent range of extra-curricular school activities, or as described by one pupil during a discussion '...the best thing about our school is that there are millions of activities!' The programme, which varies throughout the year, is a very good example of the way in which the school very deliberately provides diverse opportunities designed to cater for the interests and talents of all groups of pupils. For example, provision exists for a girls' football team as well as a boys' team and all of the teams fielded have enjoyed considerable success.

Other activities/clubs provided include: Bible study, reading, chess, painting, French, music/choir, gardening, netball, skiing (dry ski slope), drama, tennis, story and recorders. Discussions with parents, teachers and pupils show that the extensive programme of extra activities very strongly enhances pupils' class work, significantly promotes pupils' confidence and personal development and, importantly, substantially promotes pupils' enjoyment in and enthusiasm for school life. The provision of such a full programme is a strong accolade to the enthusiasm and commitment of the teachers who find the time to run the various activities.

**Very good procedures are in place to assess pupils' progress in English, mathematics and science.**

- (14) At the heart of the school's success in improving the standards achieved by pupils, particularly in English, mathematics and science, is the good use of assessment procedures by the staff. Assessment procedures are well managed and co-ordinated across the school by the deputy headteacher and the school has a proactive approach towards continually striving to improve procedures in this area. For example, a high profile is maintained within the school development plan for further refinement of assessment procedures, with, for example, the school looking to usefully create an 'assessment calendar'.
- (15) Within lesson planning, regular half-termly assessment is included for English, mathematics and science and, in addition, teachers make use of a wide range of ongoing assessment opportunities to inform themselves about pupils' progress. Results from baseline assessment, end of key stage national tests (SATs), optional SATs and NFER (National Foundation for Educational Research) tests are all carefully analysed and gaps in learning identified to inform teachers' future planning of work for their classes. The deputy headteacher very usefully briefs the governors on the analysis that she has carried out of test results so that they maintain a clear picture of the standards achieved and progress made by pupils. Pupils are given regular opportunities to carry out a self-assessment of their own work and this along with other assessment information is used to help set individual targets for pupils to focus upon in order to improve their work. This target setting is particularly incisive within the school's 'First of the Month' books maintained by pupils. The regular monthly contributions into these books of pupils' unaided writing gives a very clear picture of each individual's progress and enables the teacher to 'home in' on specific areas where improvement is needed. The introduction by the science co-ordinator of teachers' use of 'concept maps' is another very effective assessment procedure. This recording of pupils' knowledge and understanding about a specific area of study at the beginning and end of a module of work gives the pupil, teacher and co-ordinator a very clear picture of progress made. Teachers usefully maintain portfolios of pupils' work wherein samples of work are levelled and this, together with all of the other established assessment procedures, enables the teachers to form a clear picture of each individual's progress and provides strong support for planning the next steps in learning.

## **WHAT COULD BE IMPROVED**

**For the children in the Foundation Stage of learning (reception class), there is no outdoor, designated secure play area and no suitable large play equipment specifically designed for this age group.**

- (16) The school has established a suitable curriculum for children in the Foundation Stage and has an appropriate range of indoor facilities to cater for this age group. In pursuing aspects of their physical development the children use the facilities in the school hall. However, these facilities are not completely appropriate for this age

group. It is difficult for the teachers to help the children fully explore certain aspects of their physical development with movements such as travelling around, over, under and through balancing and climbing equipment. This is because there are no climbing frames, climbing blocks, ladders or slides, low walls or stepping stones specifically designed for work with this age group. In addition, there are no wheeled toys for them to learn to play on safely, move around on with control and learn to avoid crashes and use space effectively. Also, whilst a useful separate play area exists for pupils at Key Stage 1 to use, there is no designated, separate, secure area for the children in the Foundation Stage to use, for example to provide a space for them to move around in or on wheeled vehicles or explore movement with equipment as described above.

**There is no system for governors to enhance their overview of the school's effectiveness through regular visits to the school while pupils are being taught.**

- (17) The governors employ a wide range of means to provide themselves with information about how effectively the school is operating. For example, they are well briefed by the headteacher, receive and study reports from local education authority adviser visits to the school and are given full details of analyses of the school's end of key stage test results. However, their overview of the school's operation is not fully secure as they do not have a system for governors to visit the school on a regular basis while pupils are being taught, to enable them to gain a first-hand view of the school's effectiveness.

**The school's pond is not fenced and is a safety hazard.**

- (18) The school has a very attractive conservation area that contains a pond. There is no fence around the pond or locked gate to prevent access to the conservation area. The area is well maintained, complete with mature bushes that make it a pleasant, quiet and secluded area away from the main outdoor playing areas. This means that it is also potentially out of sight of any supervision. There is a clear danger of pupils venturing into this area where the unfenced pond is located. The school has recognised the problems associated with the access to the conservation area and is in the process of addressing the issues.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- (19) In order to improve further upon the very good quality of education offered the school should now:
- For the children in the Foundation Stage of learning (reception class), seek ways to provide and implement usage of a designated secure outdoor play and large play equipment specifically designed for this age group. (Paragraph 16)

- Devise a system for governors to visit the school on a regular basis while pupils are being taught, to enable them to gain a first-hand view of the school's effectiveness. (Paragraph 17)
  - \* Ensure that access to the school pond and conservation area is securely closed when the facility is not in use. (Paragraph 18)
- \* Already recognised by the school as an area to be addressed with urgency.



## PART C: SCHOOL DATA AND INDICATORS

### ***Summary of the sources of evidence for the inspection***

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	27

### ***Summary of teaching observed during the inspection***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	62	15	3	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### ***Information about the school's pupils***

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	405
Number of full-time pupils known to be eligible for free school meals	0	33

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	50

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	0

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	22

### ***Attendance***

**Authorised absence**

	%
School data	4.2
National comparative data	5.2

**Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Attainment at the end of Key Stage 1**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	25	27	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	27	27	27
	Total	50	50	50
Percentage of pupils at NC level 2 or above	School	96 (85)	96 (94)	96 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	24
	Girls	27	27	27
	Total	50	50	51
Percentage of pupils at NC level 2 or above	School	96 (94)	96 (100)	98 (100)
	National	84 (82)	88 (86)	88 (87)

*Percentages in brackets refer to the year before the latest reporting year.*

**Attainment at the end of Key Stage 2**

	Year	Boys	Girls	Total

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	33	23	56
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National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	29	31
	Girls	21	18	22
	Total	52	47	53
Percentage of pupils at NC level 4 or above	School	93 (74)	84 (76)	95 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	29	31
	Girls	21	17	22
	Total	51	46	53
Percentage of pupils at NC level 4 or above	School	91 (74)	82 (77)	95 (85)
	National	70 (68)	72 (69)	80 (75)

*Percentages in brackets refer to the year before the latest reporting year.*

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	404
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

**Teachers and classes****Qualified teachers and classes: YR–Y6**

Total number of qualified teachers (FTE)	15.3
Number of pupils per qualified teacher	26.5
Average class size	27

**Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	131

*FTE means full-time equivalent.*

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

**Financial information**

Financial year	1999/2000
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	£
Total income	575915
Total expenditure	593652
Expenditure per pupil	1503
Balance brought forward from previous year	38311
Balance carried forward to next year	20574

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	382
Number of questionnaires returned	132

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	30	5	1	0
My child is making good progress in school.	50	45	5	0	0
Behaviour in the school is good.	43	52	4	0	1
My child gets the right amount of work to do at home.	33	51	13	2	2
The teaching is good.	52	44	3	0	2
I am kept well informed about how my child is getting on.	19	48	26	6	1
I would feel comfortable about approaching the school with questions or a problem.	55	35	9	0	1
The school expects my child to work hard and achieve his or her best.	61	35	3	0	2
The school works closely with parents.	28	50	14	5	3
The school is well led and managed.	42	53	2	0	4
The school is helping my child become mature and responsible.	42	53	2	0	3
The school provides an interesting range of activities outside lessons.	38	43	9	2	8